



ALEXANDRA COLLEGE DUBLIN

Our Self-Evaluation Report and Improvement Plan 2019 - 2020

In the last year, we had chosen to look at our eLearning programme as part of our School Improvement Planning. This focus has been there for the past three years and we now know that we are ready to evaluate this work. Given the need for remote teaching and learning from March to June, we were ready to engage with success in this endeavour from March 16 2020. Before COVID-19, we had sent questionnaires to our stakeholders about our iPad programme and our e-learning. We evaluated how our investment in

1. Technology and
2. Teaching and developing the skills to apply that technology

have enhanced teaching and learning.

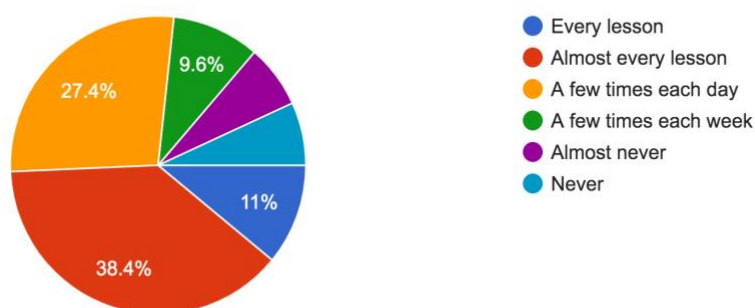
Using Google Forms, we surveyed parents, students and teachers to find out what we were doing well, and what we could do better. Of the responses we received from parents: 26% were 1st Year parents, 20.5% 2nd Year, 19.2% 3rd Year, 20.5% 4th Year, 15.1% 5th Year and 11% 6th Year. Of the responses we received from students: 21.9% were 1st Year students, 27.6% 2nd Year, 9.6% 3rd Year, 22.4% 4th Year, 8.8% 5th Year and 21.9% 6th Year.

We asked for feedback about:

1. How often iPads are used during lessons

Parents:

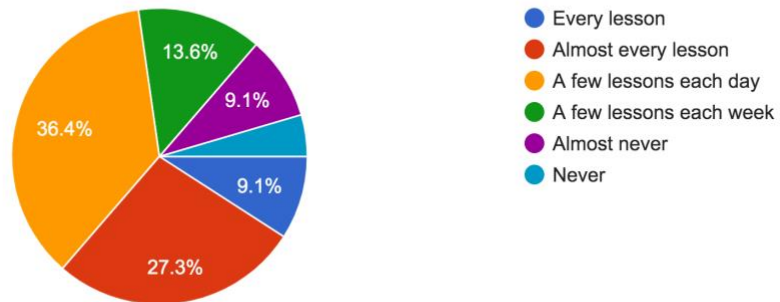
How often do you feel your daughter uses her iPad during lessons?
73 responses



Teachers:

How often do students use their iPads during your lessons?

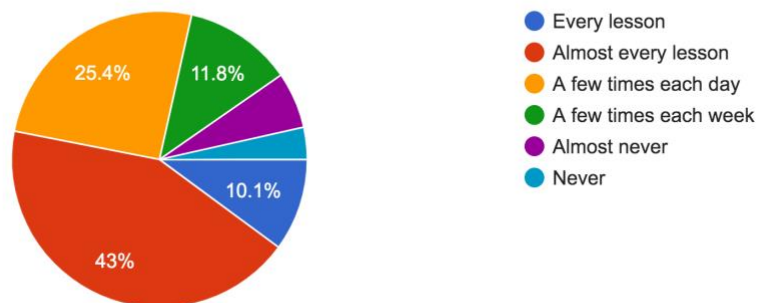
22 responses



Students:

How often do you use your iPad/Laptop during lessons?

228 responses

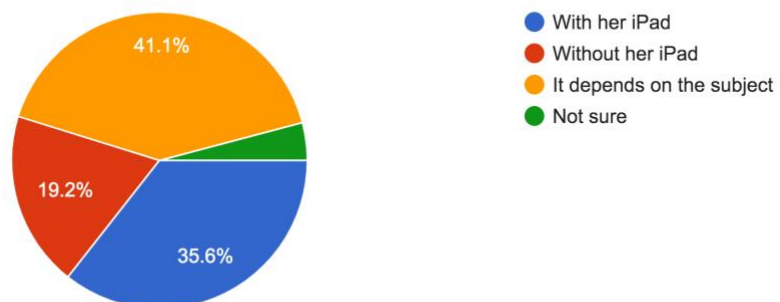


2. Learning and teaching preference - with or without iPad

Parents:

Do you think your daughter prefers to learn with or without her iPad?

73 responses



Teachers:

During lessons, do you prefer students to learn with or without their iPad?

21 responses



Students:

During lessons, do you prefer to learn with or without your iPad/Laptop?

225 responses

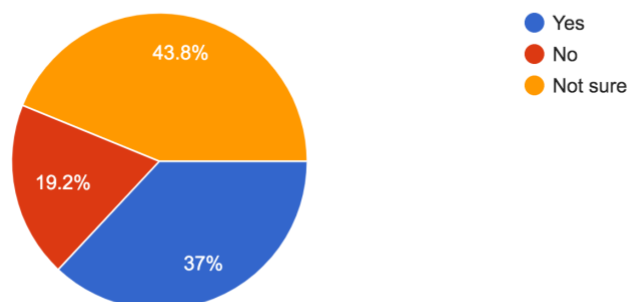


3. Google classroom impact on learning and teaching experience

Parents:

Do you feel that using Google Classroom has improved your daughters learning experience at Alex?

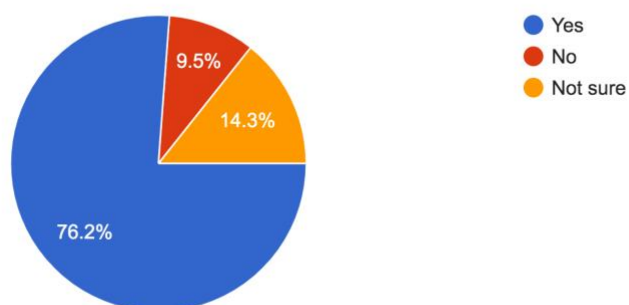
73 responses



Teachers:

Do you feel that using Google Classroom has improved your teaching experience at Alex?

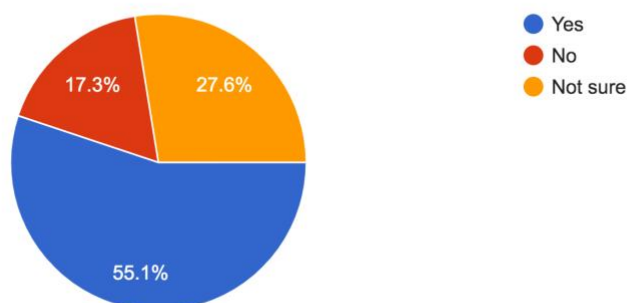
21 responses



Students:

Do you feel that using Google Classroom has improved your learning experience at Alex?

225 responses

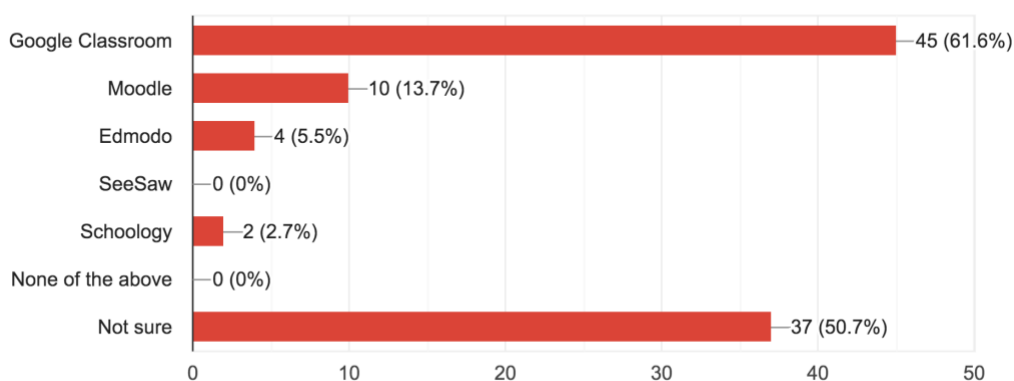


4. Learning platforms used

Parents:

Which of the following learning platforms does your daughter use at school? You can select more than one.

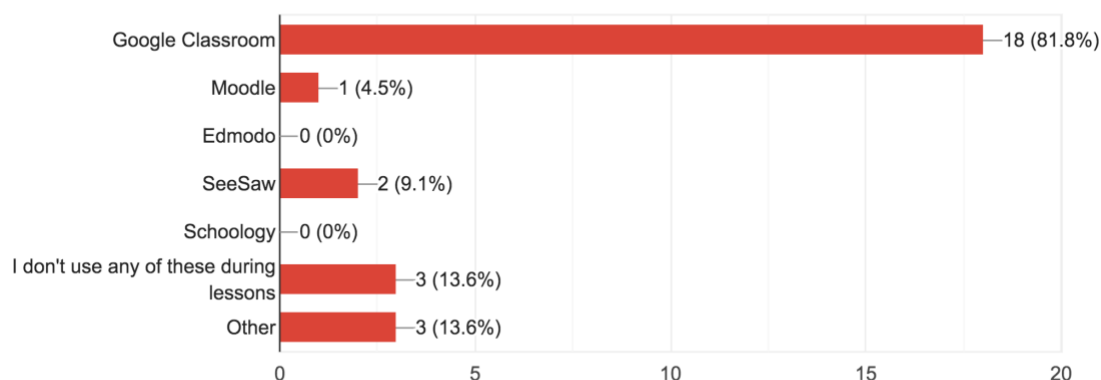
73 responses



Teachers:

Which of the following learning platforms do you use with students? You can select more than one.

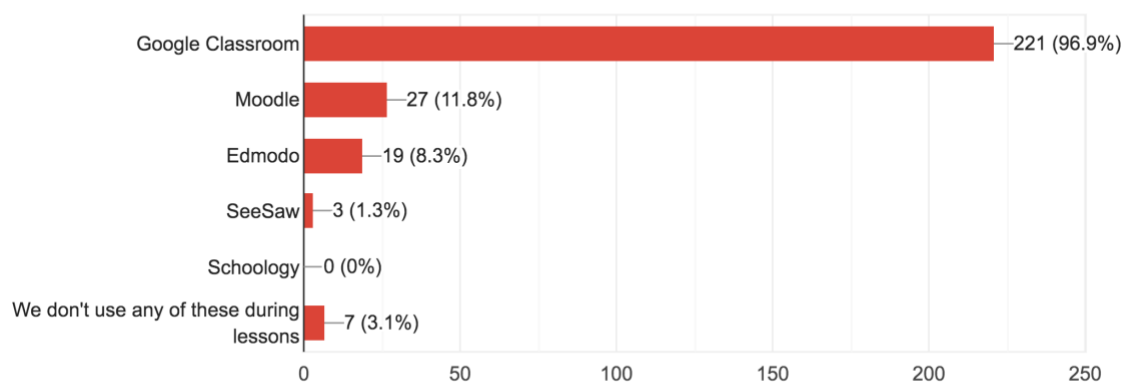
22 responses



Students:

Which of the following learning platforms do you use at school? You can select more than one.

228 responses

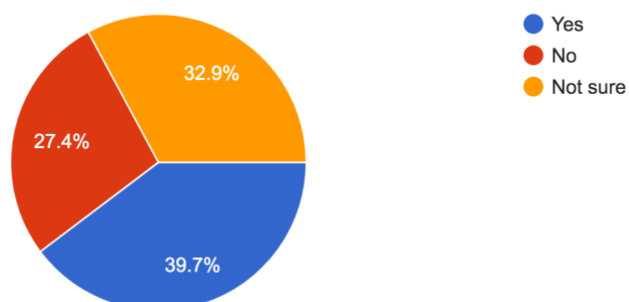


5. Google Classroom impact on organisation skills and habits

Parents:

Do you feel that using Google Classroom has helped your daughter to be more organised?

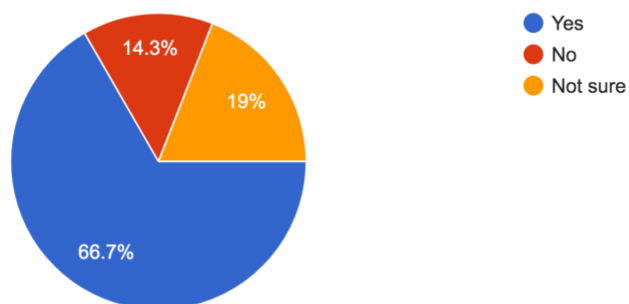
73 responses



Teachers:

Do you feel that using Google Classroom has helped you to be more organised?

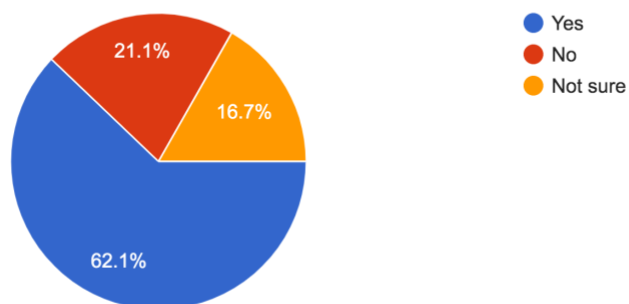
21 responses



Students:

Do you feel that using Google Classroom has helped you to be more organised?

227 responses

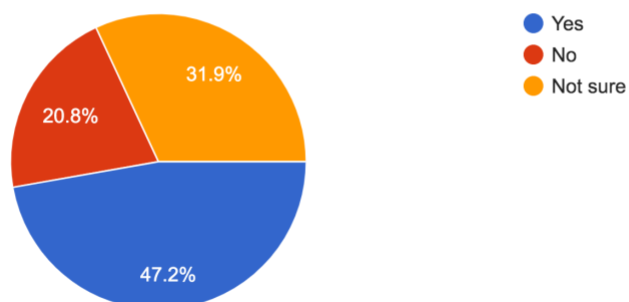


6. Google Classroom impact on communication

Parents:

Do you feel that using Google Classroom has improved communication between your daughter and her teachers?

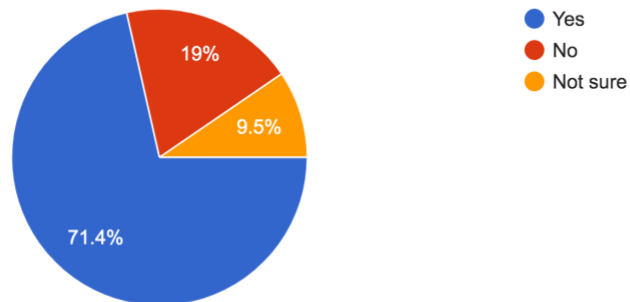
72 responses



Teachers:

Do you feel that using Google Classroom has improved the communication process between you and your students?

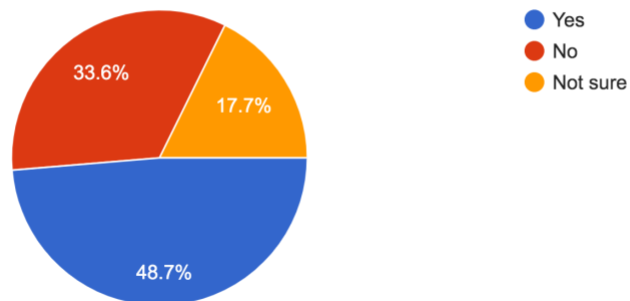
21 responses



Students:

Do you feel that using Google Classroom has improved communication with your teachers?

226 responses

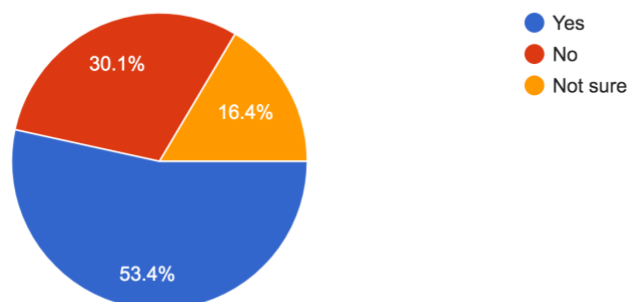


7. Confidence using technology

Parents:

Do you feel that your daughter is more confident with using technology now than at the start of the school year?

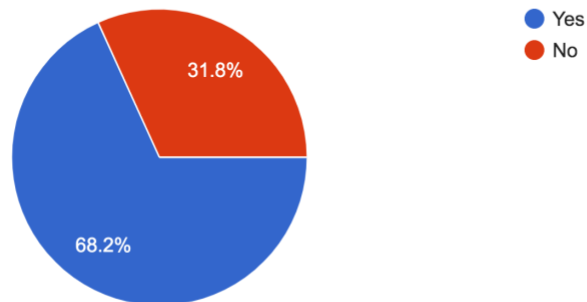
73 responses



Teachers:

Do you feel more confident with using technology now than you did at the start of the school year?

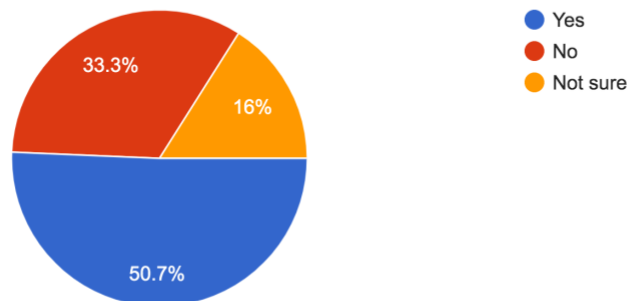
22 responses



Students:

Do you feel more confident with using technology now than you did at the start of the school year?

225 responses

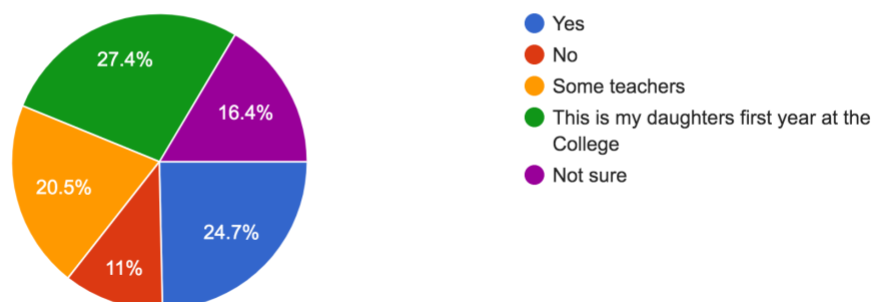


8. Is technology used more often in the College now?

Parents:

Do you feel that teachers at the College are using technology more often now than in the previous school year?

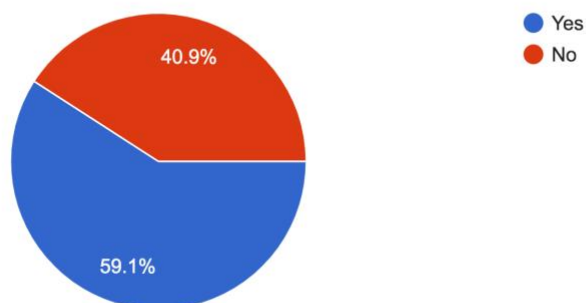
73 responses



Teachers:

Are you using technology more often now than at the start of the school year?

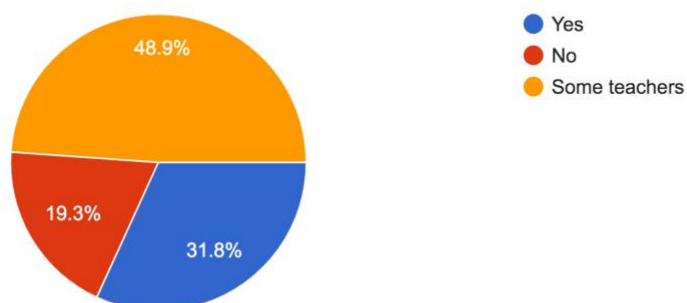
22 responses



Students:

Are your teachers using technology more often now than at the start of the school year?

223 responses

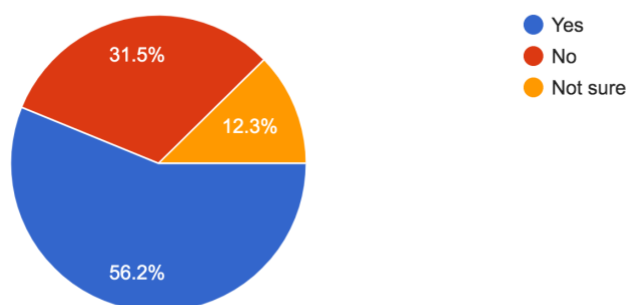


9. Should we have weekly IT lessons for students in all years?

Parents:

Students in 1st, 2nd and 4th year have one lesson of IT each week. Do you think students in 3rd, 5th and 6th year should also have one lesson of IT each week?

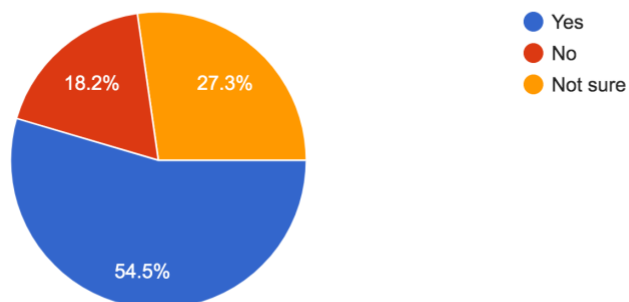
73 responses



Teachers:

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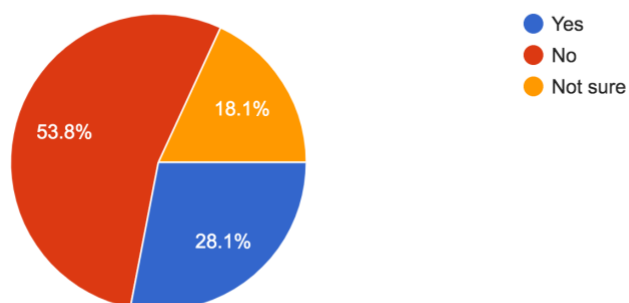
22 responses



Students:

Students in 1st, 2nd and 4th year have one lesson of IT each week. Do you think students in 3rd, 5th and 6th year should also have one lesson of IT each week?

221 responses

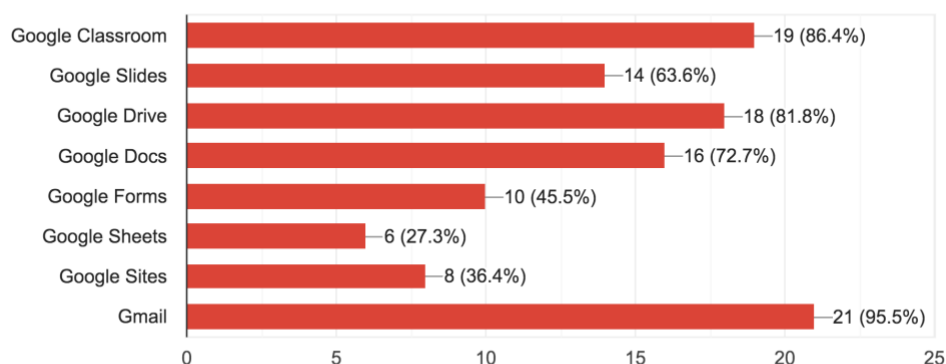


10. Which Google Apps are you confident with using?

Teachers:

Which of the following Google Apps are you confident with using? You can select more than one.

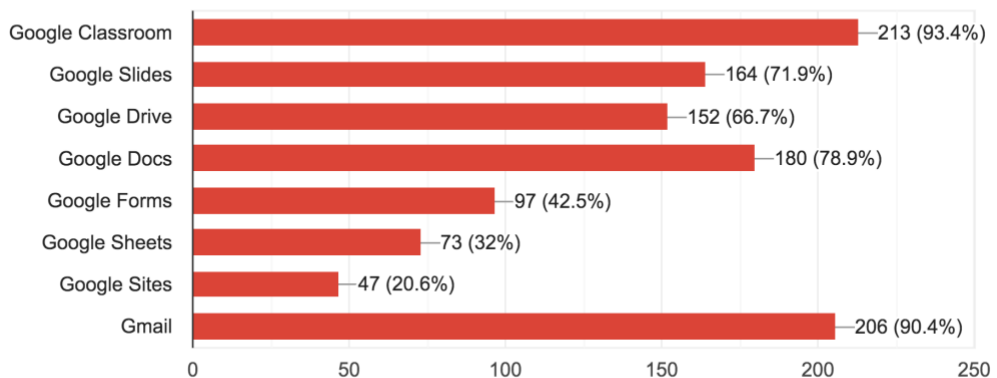
22 responses



Students:

Which of the following Google Apps are you confident with using? You can select more than one.

228 responses



We discovered:

1. Overall the impact of e-learning and the use of iPads on teaching and learning is seen by students, teachers and parents as positive and enhancing.
2. Students perceive that they use iPads more often than teachers and parents perceive that they do also.
3. Whether teachers or students have a preference for learning with iPads depends on the subject
4. Parents may not be aware of how use of Google Classroom enhances teaching and learning, and organisation.
5. Students and teachers are confident using technology and students are used to using technology in an educational setting.
6. **Tools of choice:** Teachers like using a range of apps on iPads including Kahoot, Quizlet, dictionary apps, Socrative, YouTube, EdPuzzle,
 - a. Specifically for Science: Vernier video physics, Vernier graphical GW, iCell, cell explorer, 3D brain, Bacterial ID lab, Merck PTE, iTunes U
 - b. Specifically for music: Voice recorder, GarageBand, keynote
7. Communication is fluid and effective as between students and as between students and teachers. Learning is more fluid and students are engaged daily in learning that goes beyond the classroom. This builds a love of learning for the sake of learning. Learning is more interactive.
8. **ILP:** technology facilitates students to learn at their own pace
9. **Senior Cycle:** students are not using iPads as much as at Junior Cycle. Not all students have iPads. iPads are not always updated.
10. It is easy for students to be distracted.
11. Loss of Wi-Fi connection slows learning down.

This is what we are now going to work on:

1. Measure frequency of iPad use.
2. Explore why some subjects benefit more than others from use of iPads for teaching and learning and if some subjects could benefit from more experimentation with using iPads.
3. Increase communication to parents of how Google Classroom use is having a positive impact on the experience of teaching and learning, on organisation of learning.
4. Update our Wi-Fi infrastructure
5. **Tools of choice:** Provide demo sessions so that teachers can continue to discover and become familiar with a range of education apps as apps evolve.
6. **Senior Cycle:**
 - a. Consider scheduling one lesson of IT a week or fortnight for 3rd, 5th and 6th Year
 - b. Consider whether assignments should be submitted online
 - c. Consider whether students in Senior Cycle would benefit from more iPad use and if so explore barriers to them doing so.
7. Develop awareness of the ethics of internet use including plagiarism
8. Set clear boundaries about how and when internet is accessed and how and when screens are used
9. Review use of iPads by Boarders in Prep

This is what you parents can do to help:

1. If at all possible keep hardware up to date
2. Ask your daughters to explain how they learn with technology, discuss how it is different to how you learned, discuss strategies for optimising use of technology without getting distracted.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 26 August 2019 to 5 June 2020. Our school week is 34 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had 5 parent/teacher meetings and 7 staff meetings, all in line with the Department's regulations. We had extra meetings during the lockdown in March to support teaching.

Looking after the children in our school

The Department requires schools to follow the Child Protection Procedures it has set down. Our Board of Management has agreed in writing to do this. All teachers know about the Procedures. We have told all parents about them and how we follow them.

Our Designated Liaison Person (DLP) is Barbara Ennis and our Deputy DLP is Aideen Corr.

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published on our website. We reviewed, updated and published our admissions policy on **1 September 2020**.

We keep accurate attendance records and report them as required.

We encourage high attendance in the following ways:

- By ensuring that our classrooms are always challenging
- By looking after our students individual needs
- By following up on absences and lates and taking remedial action if necessary
- By making sure that there is a good atmosphere in the school
- By endeavouring to ensure that school is a fun and enjoyable experience for all

This is how you can help:

- By encouraging your daughter to go to school every day and to be on time
- By discussing learning with your daughter
- By encouraging your daughter to speak up if she is having difficulties

Positive behaviour for a happy school

The Department requires schools to have a Code of Behaviour, and asks us to consult parents and students about it. We do this. Our code of behaviour describes and supports positive behaviour and is available on the [Alexandra College website](#).

We have a very clear and high-profile anti-bullying policy in our school. The policy is available on the [Alexandra College website](#).

Our Mission, Ethos and Values inform everything we do and how we do it. We are committed to creating and maintaining an inclusive learning environment in which every girl is enabled to live each school day well, for her good and for the common good.